

# Warwick International Higher Education Academy Pedagogy Journal Club (PJC): Developing a professional learning community

## GET INVOLVED

Register for future meetings: In 2017/18 the PJC will be open to all colleagues  
Email Kate at: [K.Mawson@Warwick.ac.uk](mailto:K.Mawson@Warwick.ac.uk)  
Search [warwick.ac.uk](http://warwick.ac.uk) for: The Academy - Pedagogic Research in HE  
Encourage your departmental teaching and learning specialists to join the PJC

WARWICK

### WHY WAS THE PJC SET UP?

The WIHJEA PJC was set up as a learning community where Interdisciplinary discussion could thrive, the aim was to discuss pedagogy and research papers, engage collectively with innovative pedagogy practices and policies, and analyse research by asking the following questions:

- How could the research be translated into improved learning and teaching in our own discipline?
- Should the research inform our teaching practice or our departmental learning and teaching philosophy?

### WHAT IS A PROFESSIONAL LEARNING COMMUNITY?

Learning communities can consist of small groups of teachers from the same grade level or department or across grade levels or departments, as well as larger groups of teachers within and ... in online settings (Webster-Wright 2009) They can also have different goals for their work, such as developing pedagogical knowledge, learning content more deeply, or analysing student work or assessment data (McLaughlin & Talbert, 2006).

### WHAT HAVE WE LOOKED AT SO FAR?

- PJC Policy Landscape
- Current Trends in Innovative Pedagogy
- Assessment & Feedback
- Group work & Peer Assessment

Read the PJC digests at



### WHAT DOES THE PJC DO FOR ITS MEMBERS?

Group members take responsibility for each other's growth and coordinate individual knowledge and expertise to advance the collective work of the group, what Lord (1994) refers to as "collective generativity" (p. 193).

The community develops a group identity, with shared goals and interests, while at the same time supporting individual growth and development (Grossman et al., 2001)

### MEMBER REFLECTIONS

"The PJC helps us work towards creating shared boundary objects in the form of articles, posters and other research outputs" (Vikki Abusidualghoul – WBS)

"The PJC can have immediate input at critical points in course development, such as when developing authentic assessment opportunities" (Claire Lucas – SoE)

"I've learned a lot about the demands of other disciplines ... particularly in the way we read papers ... I felt this flagged up my own propensity for blind spots in the way I might conceive a pedagogical research project, and in the data and scholarship that I might draw on." (Cathy Hampton – SMLC)

The PJC in itself addressed the oft felt issue of isolation for academics in HE who focus on teaching. Colleagues have noted how much they felt inspired by the evaluative discussions of what makes pedagogical research The thoroughness of a research approach bolstered by peer review has surprised some, and generally encouraged them. (Gwen Van der Velden—WIHEA)

### FUTURE PLANS

Explore how our pedagogic research can be translated in-to improved learning and teaching in our own discipline.

Investigate whether our pedagogic research should inform our teaching practice or our departmental learning and teaching philosophy.

Begin to publish pedagogical research

Continue the development of this professional learning community.

### REFERENCES

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### PEDAGOGIC ENQUIRY

Collaborative inquiry into the shared teaching and learning experiences of teacher education practices can begin to bring to the surface the sophisticated thinking, decision making, and pedagogical reasoning that underpins pedagogical expertise (Loughran 2014 ) Teacher learning communities do not function to work solely on the pragmatics of teaching or to focus on learning new skills and strategies. Rather, they seek to contribute to a knowledge base of teaching and to improve teaching beyond one's own classroom. (Van Es 2012)

The scholarship of teaching involves engagement with research into teaching and learning, critical reflection of practice, and communication and dissemination about the practice of one's subject. ... and undertaking discipline-based pedagogic research (Healy 2000)

